BA 560: Management of Information Systems
Syllabus – Fall 2015

Course Logistics (Lecture)

<table>
<thead>
<tr>
<th>Where</th>
<th>Rehn 18</th>
<th>Tuesday 5:30 pm to 8:15 pm</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Dr. Jim Nelson</td>
<td>Rehn 208A</td>
</tr>
<tr>
<td>Office Hours</td>
<td>T, Th 9:00 to 12:00</td>
<td>(618) 453-7880</td>
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<tr>
<td></td>
<td>And by appointment</td>
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<tr>
<td>email</td>
<td><a href="mailto:actjn@siu.edu">actjn@siu.edu</a></td>
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Be sure to read “Emergency Procedures” at the bottom of this syllabus!!

Textbooks

Required:
Title: Information Technology for Management:
Advancing Sustainable, Profitable Business Growth
Author: Turban, Volonino, and Wood
Publisher: John Wiley & Sons
Edition/Year: 9th edition

Course Background

Advances in information technology (IT) have initiated radical changes in the way organizations conduct their business. In 2015 and beyond, organizations must contend with increased competitive pressures, globalization, and new approaches to using IT, including the World Wide Web, social networks, and e-commerce. In order to manage these changes, everyone needs to develop a clear understanding about IT and its application to solve business (and all other) problems. This course is designed to familiarize you with the issues concerning information systems and information technology. We will specifically focus on:

- The conceptual foundations underlying information systems (IS) and IT
- Importance of IT as an organizational and strategic resource
- Planning, acquisition and control of information systems
- Contemporary issues in management information systems, e.g., electronic commerce, social networks, and ethical issues

Course Objectives

Of course there is a lot going on in information systems and information technology. It would be impossible to give you any kind of deep knowledge on the topic. Instead, what we will do is introduce you to the management of information and the management of information technology and information systems. It is unlikely that you will go out from here and actually do IT/IS. However, you will have close contact with IT/IS professionals and it’s a good idea to know what they and you are talking about.
This course will give you the “core” of information systems (except for the topic of programming) which will help you to:

- Maximizing the value of data and information technology
- Digital and mobile, and social commerce
- Enterprise systems and analytics
- IT planning, strategy, and ethics

Some of these topics may look familiar to you if you took (or are planning to take) BA561/Acct565. The focus here is different. Here, you will be more in the role of information consumer. In BA561 you’re in the role of information producer. Same sort of thing, different focus. Both fun.

Course Structure

Attendance/Participation

I will not take attendance because it consumes too much class time. Although I will not take attendance, I am certain that not attending will result in substantial damage to your learning process and course grade. This course is not simply a review of the text. Exams will consist largely of materials discussed during class. In addition, there will be regular in-class cases and assignments. I truly believe that coming to class prepared and actively participating in the learning process will improve your chances for success in this class and your future.

Group Project

There will be three large projects assigned during the semester (see Grading, below). These projects will introduce you to the more interesting aspects of information systems and information technology. Each semester is different, so you’ll get more information about the project as the semester progresses.

Backups

Some assignments will be turned in electronically. You must make backup copies of everything you do in this class. There is no way for me to grade an assignment that has been “lost” on the computer.

A Final Word of Advice

This is a graduate-level course in information systems. The emphasis will be on the philosophy behind technology and its use rather than on the mechanics of tool use. It will blend leading-edge research with the more traditional aspects of information systems / information technology. This class will be demanding of your time, your cognitive skills, and your organizational skills.
Grading

NOTE: The following numbers are APPROXIMATE. They will be finalized once the assignment is turned in.

Grades

<table>
<thead>
<tr>
<th>Grades</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>150</td>
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<tr>
<td>Final Exam (Dec 15 @ 5pm)</td>
<td>200</td>
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<tr>
<td>Project: 3 @ 100 each</td>
<td>300</td>
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<tr>
<td>Total</td>
<td>650</td>
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Policy on Late and Missed Assignments

(This is a generic list and not all of these assignments may be present in this course.)

- You may not make up a missed mid-term exam or final exam. See me as soon as possible if you discover that you have to miss the midterm or final so we can figure something out.
- A project due date is announced when the project is assigned. Projects must be turned in by 5:00 p.m. (or in class if the class meets after 5) on the due date. No late projects will be accepted. None. At all. Don't even ask. If you don't get the project in on time you probably won't pass the course.

Grade Appeals

Assigning grades is sometimes more art than science. While I make every effort to follow your thinking in your answers, I may from time to time completely misunderstand what you are trying to say. If you believe that I graded something incorrectly (either too high or too low), you may appeal your grade. What you need to do is: on a separate sheet of paper, write the question number and an explanation of why you believe that your question deserves a higher grade. Backing up your appeal with citations from the book, notes, or another source is always good. Attach the paper to your original quiz, exam, project, or whatever, and give it to me in class or during office hours. I will consider your original answer and your appeal and I will let you know if your grade is raised or why it will not be changed. You may turn in appeals any time up to the date of the final exam. While I am pretty careful in keeping track of papers, sometimes things get misplaced in the confusion around midterms, finals, or project turn-in dates. It may be a good idea to keep a copy of your quiz, exam, or whatever “just in case.”
## Jim’s Grading Philosophy

Many students ask me how I assign grades on their class projects, homework assignments, and class participation. Here’s what I do…

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Explanation</th>
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<tr>
<td>A</td>
<td>Excellent Performance</td>
<td>Superior Achievement</td>
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<td>An A student is one who understands the content and learning objectives thoroughly, completely, and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams, and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.</td>
<td></td>
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<tr>
<td>B</td>
<td>Good Performance</td>
<td>Substantial Achievement</td>
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<td></td>
<td>A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams, and class projects, and will have participated constructively in class discussion. A B student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.</td>
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<tr>
<td>C</td>
<td>Standard Performance and Achievement</td>
<td>A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.</td>
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<tr>
<td>D</td>
<td>Substandard Performance</td>
<td>Marginal Achievement</td>
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<td></td>
<td>A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future endeavor. A D student will not have completed all assignments in a satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.</td>
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<tr>
<td>F</td>
<td>Unsatisfactory Performance and Achievement</td>
<td>An F student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An F student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An F student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.</td>
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Course Grade

Important note: If you do only what you are assigned to do and nothing more, then you will earn a C. For example, if I ask a question on a quiz or on an exam and you give me an answer that is copied from the book or from the notes, that answer will earn at most a C. While that answer is technically correct, I assume going into the class that you can read and that you can look up things in the book. To earn a B, you will have to show me that you have actually learned something. An example of this would be if you could integrate several diverse facts into your answer. To earn an A (superior achievement), you would have to show me that you can apply this knowledge somehow. For example, in a real-world situation.

This philosophy reflects the real world: A manager or an employee of a competitive company who consistently meets only the minimum requirements of the job would soon be looking for another job.

Your numeric grade in the course will be based on a weighted average of all of your assignments. A list of assignments and their weights will be given to you in the course syllabus. Your letter grade will be determined by a combination of your work in the class (outstanding, average, etc.) and your standing compared to the rest of the students in the class.

Information systems is a rapidly evolving field. A course will probably change from semester to semester as new information, tools, and techniques are introduced to keep up with the best practices in industry. This year’s class may be totally different from last year’s class. Because of this, there’s no way to "perfect" assignments over many years of teaching the same thing so that outstanding students will always end up with a course grade of 90 or above, average students will end up with a grade of 80-89, and so on.

Therefore, your course grade will NOT be determined by a 90-80-70 grading scale. I look for breakpoints in the final grades of all the students in the class. I start around 90 then look up and down for a breakpoint. There is always a break between outstanding students and average students, between average and below average students, and so on. The breakpoint for an A in the class may be a 93 or it may be an 85. Of course, if everyone in the class is outstanding, then everyone will get an A. Also, if no one in the class is outstanding, then there won’t be any As.

If you have any questions, comments, or suggestions on this grading philosophy, please don’t hesitate to let me know (anonymously, if you like).
Emergency Procedures:
A better copy of the text below can be found at:
http://pvcaasciu.edu/_common/documents/syllabus%20attachments/Syllabus%20Attachment%20Fall%202015.pdf

Syllabus Attachment
Fall 2015
http://pvcaasciu.edu/

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://sadl.esiu.edu

SALUKI CARES
The purpose of Saluki Care is to develop, maintain, and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Care (309) 553-7711, or salukicares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Teams (B.E.R.T.) programs. Please reference the Building Emergency Response Protocols for Saluki attachment on the following page. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all states of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.pvcaasciu.edu/ Learning and Support Services

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Training: http://pve.tutoring.siu.edu
Math Lab: http://pve.tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit:
http://wrtxe.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:
http://diversity.siu.edu/

Additional Resources Available:
SALUKI NET: http://salukinet.siu.edu/po/home/displaylogin
ADVISOR: http://advisement.siu.edu
SIU ONLINE: http://online.siu.edu/
August 6, 2015

MEMORANDUM

TO: Susan Ford
    Interim Provost and Vice Chancellor

FROM: Linda McCabe Smith
    Associate Chancellor for Institutional Diversity

SUBJECT: New Student Online Training

Consent & Respect, an online education program regarding sexual violence and bystander intervention, will be open the week of August 10, 2015 for all SIU Carbondale students beginning work on any degree. The required course reflects the university’s commitment to campus safety and compliance with the federal Violence Against Women Act.

The deadline for completion is October 31, 2015. Please remind all students who are beginning work on any degree to complete this online training. Inform students that a hold will be placed on their record and they will not be able to register for the spring semester until they successfully complete Consent & Respect.

Consent & Respect is offered through an online provider that guarantees confidentiality. While SIU will track whether or not the student has completed the course, their responses to questions within it are completely confidential and will not be shared with the university.

Please contact my office if you have questions. Thank you.

Sincerely,

Linda McCabe Smith
Associate Chancellor for Institutional Diversity